



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Calais Middle/High School

SAU: Calais School Department

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2010-2011 NCLB Report Card



School: Calais Middle/High School
SAU: Calais School Department
Grade: 07



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	38	38	100	58	56	78	5	53	29	13	38	0
	2009-2010	47	44	94	50	50	69	0	50	34	16	44	0
Female	2008-2009	20	20	100	50	47	84	5	45	35	15		
	2009-2010	23	21	91	43	43	76	0	43	48	10		
Male	2008-2009	18	18	100	67	67	73	6	61	22	11		
	2009-2010	24	23	96	57	57	62	0	57	22	22		
Caucasian/White	2008-2009	32	32	100	56	52	79	3	53	31	13		
	2009-2010	47	44	94	50	50	69	0	50	34	16		
African American/Black	2008-2009	1	1	100			60						
	2009-2010	0	0				53						
Hispanic	2008-2009	1	1	100			69						
	2009-2010	0	0				60						
Asian or Pacific Islander	2008-2009	2	2	100			83						
	2009-2010	0	0				77						
American Indian or Native Alaskan	2008-2009	2	2	100			64						
	2009-2010	0	0				56						
Economically Disadvantaged	2008-2009	12	12	100	17	18	67	0	17	50	33		
	2009-2010	29	27	93	48	48	57	0	48	33	19		
Migrant	2008-2009	0	0				63						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	13	14	39	0	13	38	50		
	2009-2010	7	6	86			28						
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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School: Calais Middle/High School
SAU: Calais School Department
Grade: 08



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	47	47	100	70	75	71	0	70	15	15	47	0
	2009-2010	44	42	95	52	52	68	10	43	36	12	42	0
Female	2008-2009	23	23	100	91	90	77	0	91	4	4		
	2009-2010	22	22	100	45	45	76	9	36	41	14		
Male	2008-2009	24	24	100	50	58	66	0	50	25	25		
	2009-2010	22	20	91	60	60	61	10	50	30	10		
Caucasian/White	2008-2009	45	45	100	73	75	72	0	73	16	11		
	2009-2010	38	38	100	53	53	69	11	42	34	13		
African American/Black	2008-2009	0	0				51						
	2009-2010	0	0				50						
Hispanic	2008-2009	0	0				66						
	2009-2010	0	0				57						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	3	3	100			76						
American Indian or Native Alaskan	2008-2009	2	2	100			56						
	2009-2010	3	1	33			50						
Economically Disadvantaged	2008-2009	25	25	100	52	62	56	0	52	20	28		
	2009-2010	16	14	88	43	43	56	7	36	29	29		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	20	33	29	0	20	30	50		
	2009-2010	9	7	78			26						
Limited English Proficient	2008-2009	0	0				41						
	2009-2010	0	0				43						

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2010-2011 NCLB Report Card



School: Calais Middle/High School
SAU: Calais School Department
Grade: High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	55	51	93	43	42	49	4	39	27	29	51	0
	2009-2010	68	68	100	37	37	47	3	34	19	43	68	0
Female	2008-2009	30	26	87	54	50	53	4	50	27	19		
	2009-2010	26	26	100	35	35	49	8	27	23	42		
Male	2008-2009	25	25	100	32	35	46	4	28	28	40		
	2009-2010	42	42	100	38	38	46	0	38	17	43		
Caucasian/White	2008-2009	53	49	92	45	44	50	4	41	27	29		
	2009-2010	61	61	100	38	38	48	3	34	20	41		
African American/Black	2008-2009	0	0				26						
	2009-2010	0	0				28						
Hispanic	2008-2009	1	1	100			38						
	2009-2010	0	0				42						
Asian or Pacific Islander	2008-2009	0	0				46						
	2009-2010	0	0				41						
American Indian or Native Alaskan	2008-2009	1	1	100			32						
	2009-2010	7	7	100			27						
Economically Disadvantaged	2008-2009	21	18	86	28	31	34	6	22	28	44		
	2009-2010	38	38	100	29	29	31	5	24	21	47		
Migrant	2008-2009	0	0										
	2009-2010	2	2	100									
Students with Disabilities	2008-2009	7	6	86	17	20	16	0	17	17	67		
	2009-2010	18	18	100	11	11	16	0	11	11	72		
Limited English Proficient	2008-2009	0	0				16						
	2009-2010	0	0				13						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Calais Middle/High School
SAU: Calais School Department
Grade: 07



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	38	38	100	45	44	57	3	42	26	29	38	0
	2009-2010	47	44	94	36	36	60	2	34	23	41	44	0
Female	2008-2009	20	20	100	35	37	59	5	30	35	30		
	2009-2010	23	21	91	29	29	59	0	29	33	38		
Male	2008-2009	18	18	100	56	53	56	0	56	17	28		
	2009-2010	24	23	96	43	43	61	4	39	13	43		
Caucasian/White	2008-2009	32	32	100	47	45	58	3	44	25	28		
	2009-2010	47	44	94	36	36	61	2	34	23	41		
African American/Black	2008-2009	1	1	100			32						
	2009-2010	0	0				35						
Hispanic	2008-2009	1	1	100			47						
	2009-2010	0	0				42						
Asian or Pacific Islander	2008-2009	2	2	100			68						
	2009-2010	0	0				72						
American Indian or Native Alaskan	2008-2009	2	2	100			39						
	2009-2010	0	0				46						
Economically Disadvantaged	2008-2009	12	12	100	8	9	42	0	8	25	67		
	2009-2010	29	27	93	33	33	46	4	30	22	44		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	25	29	23	0	25	0	75		
	2009-2010	7	6	86			25						
Limited English Proficient	2008-2009	0	0				27						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	47	45	96	60	60	52	9	51	24	16	45	0
	2009-2010	44	42	95	38	38	60	7	31	29	33	42	0
Female	2008-2009	23	23	100	70	67	54	9	61	22	9		
	2009-2010	22	22	100	23	23	60	9	14	41	36		
Male	2008-2009	24	22	92	50	53	51	9	41	27	23		
	2009-2010	22	20	91	55	55	59	5	50	15	30		
Caucasian/White	2008-2009	45	44	98	61	60	53	9	52	25	14		
	2009-2010	38	38	100	39	39	60	8	32	24	37		
African American/Black	2008-2009	0	0				31						
	2009-2010	0	0				34						
Hispanic	2008-2009	0	0				40						
	2009-2010	0	0				48						
Asian or Pacific Islander	2008-2009	0	0				60						
	2009-2010	3	3	100			68						
American Indian or Native Alaskan	2008-2009	2	1	50			37						
	2009-2010	3	1	33			46						
Economically Disadvantaged	2008-2009	25	23	92	39	43	36	4	35	30	30		
	2009-2010	16	14	88	21	21	45	0	21	29	50		
Migrant	2008-2009	0	0				17						
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	8	80	0	0	18	0	0	50	50		
	2009-2010	9	7	78			21						
Limited English Proficient	2008-2009	0	0				26						
	2009-2010	0	0				29						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	55	52	95	29	26	42	0	29	40	31	52	0
	2009-2010	68	66	97	33	33	45	0	33	32	33	66	0
Female	2008-2009	30	27	90	33	29	41	0	33	41	26		
	2009-2010	26	25	96	24	24	43	0	24	48	28		
Male	2008-2009	25	25	100	24	24	43	0	24	40	36		
	2009-2010	42	41	98	39	39	47	0	39	22	37		
Caucasian/White	2008-2009	53	50	94	30	27	43	0	30	38	32		
	2009-2010	61	60	98	35	35	46	0	35	28	35		
African American/Black	2008-2009	0	0				16						
	2009-2010	0	0				22						
Hispanic	2008-2009	1	1	100			29						
	2009-2010	0	0				40						
Asian or Pacific Islander	2008-2009	0	0				52						
	2009-2010	0	0				51						
American Indian or Native Alaskan	2008-2009	1	1	100			21						
	2009-2010	7	6	86			28						
Economically Disadvantaged	2008-2009	21	19	90	16	21	26	0	16	37	47		
	2009-2010	38	36	95	31	31	28	0	31	28	39		
Migrant	2008-2009	0	0				20						
	2009-2010	2	2	100									
Students with Disabilities	2008-2009	7	6	86	0	0	12	0	0	0	100		
	2009-2010	18	16	89	13	13	14	0	13	19	63		
Limited English Proficient	2008-2009	0	0				19						
	2009-2010	0	0				16						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School: Calais Middle/High School
SAU: Calais School Department
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	95	97 96	99 99	50	69 55	71 69	95	97 95	99 99	39	47 41	63 61	93	94	95
Caucasian/White	96	97 97	99 99	52	70 56	71 69	96	97 96	99 99	39	49 40	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	91	98 93	99 99	*	56 43	60 56	91	98 92	99 99	*	32 33	50 47			
Students with Disabilities	*	* *	97 98	*	* *	36 28	*	* *	97 98	*	* *	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2010-2011 NCLB Report Card



School:	Calais Middle/High School
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Grade:	High School



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	100	96	41	41	48	97	97	96	32	32	43	87	87	80
Caucasian/White	100	100	96	43	43	49	98	98	96	33	33	44			
African American/Black	*	*	94	*	*	27	*	*	94	*	*	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	*	*	94	31	31	32	*	*	94	25	25	27			
Students with Disabilities	*	*	92	15	15	16	*	*	91	*	*	13			
Limited English Proficient	*	*	93	*	*	14	*	*	91	*	*	17			

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	11	10	7	1	0	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	2.72

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>